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ABSTRACT

This practicum addressed the issues of declining enrollment and the anticipated problems resulting from the loss of a kindergarten program in an early childhood center. (Enrollment is expected to decline as the public schools moved to all-day kindergarten.) Goals of the practicum were to increase enrollment in the early childhood center, expand program offerings, institute an all-day program, and increase enrollment in the summer day camp program. The practicum's behavioral objectives, to be implemented over an 8-month period, were: (1) intensify advertising and marketing; (2) offer enrichment classes; (3) expand the hours of operation; and (4) revise the summer camp's scheduling. The strategy to meet these objectives involved increasing tuition, organizing a marketing and advertising plan, mounting signs in front of the center, and offering 10 new programs. In general, the goals of the practicum were met. Of 10 new programs instituted, 7 successful programs resulted in a 7.5 percent increase in enrollment. A tuition increase of 10 percent was implemented. The summer camp remained at the same income level as the previous year. New advertising activities included designing a logo and brochures. A list of 39 references is provided. Appendices include: documentation of the center's financial status and enrollment figures; copies of advertising brochures; and letters to parents discussing center programs and activities. (BC)

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EXPANDING PROGRAMS IN AN EARLY CHILDHOOD CENTER TO MEET THE COMMUNITY'S NEEDS AND TO IMPROVE CENTER FISCAL STABILITY

by

Theresa Rothschild

Cluster 26B

A Practicum II Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Fulfillment of the Requirements
for the Degree of Doctor of Education

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This practicum report was submitted by Theresa Rothschild under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Aug. 20, 1991
Date of Final Approval of Report

June S. Delano
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ABSTRACT

Expanding Programs in an Early Childhood Center to Meet the Community's Needs and to Improve Center Fiscal Stability. Rothschild, Theresa C., 1991: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Early Childhood Education/Pre-schools/ Nurseries/Day Care Centers/Child Care Centers/Marketing/ Advertising/Budgeting/Financing.

This practicum was designed to provide additional sources of revenue for an early childhood center. The primary goal was to increase enrollment and offer new special classes.

The writer held meetings with the board and the staff to discuss the decline in enrollment. Ideas for new program offerings were suggested and tried. New programs were offered to increase center revenue. Advertising, marketing, public relations, and surveys were developed and implemented to increase enrollment.

The results of the practicum were positive. Analysis of the data revealed that the new special enrichment classes were successful. Board and parents revealed that the new classes improved the center offerings. Of ten new ideas tried, six were successful, one remained constant, and three were not successful. Annual surveys will be distributed to parents to insure that the early childhood center's program offerings meet the community's changing needs.

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Sept 4, 1991 — Theresa C Rothschild Hall

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The private non-profit early childhood center in which this practicum takes place is in a non-sectarian church based school. The center, which has been in existence for thirty years, is licensed by the Department of Social Services, accredited by the National Academy of Early Childhood Programs, and registered with the State Education Department.

The community is culturally and ethnically diverse and this major east coast city boasts a population of 999,999. Last year the five local public elementary schools underwent an extensive reorganization plan which sought to racially balance all schools.

The early childhood center serves 160 middle and upper income families of which only two are minorities. Many parents have become concerned about the new choice systems in the public schools and, as a result, more families have been registering at private primary schools after they leave the early childhood center.

The administrative team consists of a Director and an administrative assistant. The Parent Advisory Board of the early childhood center is a sub-committee of the church board. Twelve members are parents who have children in the center and four members are church representatives with no children in the center.

The center's children range in age from two years old to six years old and are drawn from a five mile radius. The program basically consists of morning and afternoon classes which are 2 1/2 hours in length. There are six classrooms, a staff lounge, and an office. The building is quite impressive. It is constructed of all stone and sprawls out architecturally as it is set on four acres right in the center of the city. There is an outdoor play area that runs parallel to two of the classrooms. The building design was recognized as one of the best of its time and it still has a majestic feel about it.

A high number of the families that the center serves have live in au pairs or nannies and the children are sent to our program purely for socialization.

Although the center has a day care license the words "day care" are never used here. Only five children stay all day and the afternoon session is called play care which ends at 3:15 PM.

The philosophy of the center has been to build self-esteem, nurture each individual child and socialize them through play. The center offers a developmentally appropriate curriculum which begins with self-selected activities, teacher lead activities, outdoor and indoor gross muscle activity, and one snack period. All classrooms are self-contained. There are seven lead teachers who are certified in nursery through grade six. Four teachers have masters degrees in early childhood education. There are eight assistant teachers with little or

no college training yet they are able to manage all activities in the teacher's absence with skill and confidence.

All of the teachers are married with children and accept low salaries and no benefits because the school is comfortable and conveniently located. The average teacher has been at the school for ten years.

Writer's Work Setting and Role

The writer's position is that of Director during the school calendar year and summer camp Director. The responsibilities of the position include fiscal management and accountability, staff supervision and development, curriculum development and parent resource development. The writer's main responsibility is to actively recruit and retain new children as well as manage the center on a day to day basis.

The writer serves as the Vice-President of programs for the local affiliate of the National Association for the Education of Young Children. In addition the writer works as an independent consultant in providing early childhood teacher training programs and professional development seminars for directors through local child care councils.

The writer's background includes an undergraduate degree in Sociology and Early Childhood Education, a Masters degree in Early Childhood Education, and a Masters degree in Administration and Supervision. The writer has been an Early Childhood Director for thirteen years; four years in a

publicly funded program; six years in a hospital based child care program; and three years in this current position. The writer works closely with the school psychologist regarding children with potential problems. The writer facilitates evaluations, referrals, and placements of children with special needs.

CHAPTER II

STUDY OF THE PROBLEM

Problem Statement

The early childhood program has a highly successful half day afternoon kindergarten enrichment program. This program exists to supplement the morning public school kindergarten program. The new reorganization plan in the public schools includes the probability of moving from the current half day morning kindergarten to an all day kindergarten. One of the five public schools has already implemented the all day kindergarten program.

If and when the public schools only offer all day kindergarten, our half day afternoon kindergarten program will close. The center's kindergarten enrichment program brings in 25% of the total center budget's operating revenues. In addition, the center's overall enrollment is lower than in the past three years.

The problem that this practicum seeks to address is that our center could go out of business if the Board of Education offers an all day kindergarten and if the center's general enrollment decline is not halted and reversed.

Evidence of the Problem

In order to document the problem stated in the previous section, the writer has submitted the minutes of a board meeting held in the Fall of 1988 in which the public schools plan to possibly offer all day kindergarten was discussed (Appendix A). A newspaper article from September, 1989 heralding the opening of the first all day kindergarten in one of the five local elementary schools is submitted (Appendix B). A survey given to the parents of the four year olds in our center asked the parents to indicate their preference for half day or all day public school kindergarten. Of the 23 forms returned, only four parents preferred keeping the half day kindergarten in the public schools (Appendix C). Tables indicating the decline in general enrollment figures and waiting list families for the 1987, 1988, 1989, and 1990 school years are submitted with the Board chairpersons' signatures acknowledging the declining figures (Appendix D).

Causes Of The Problem

The problem of declining enrollment and the possible loss of the half day supplemental kindergarten enrichment program have several causes. One of the major causes of the problem is the changing need in the community for longer school hours for kindergarten. The lower income families want their children in school for more hours which includes after school programs. The middle and upper income families do not want longer

kindergarten hours and feel that all day kindergarten should not be made mandatory. At the present time each public elementary school, through a new public school based management system, will decide the issue through their individual school's leadership councils.

Another cause of the problem is that the center has not responded to the changing needs of the community. Although licensed as a day care center, day care hours are not offered. Many telephone calls are received from parents requesting day care. However, the board of directors feels strongly that they want to offer nursery hours only. A related issue is that of the ten pre-schools in the immediate community, six of them offer day care arrangements. The competition for children is strong and our tuition is higher than 80% of the other pre-schools. The previous director, who was with the school for 15 years, resigned and when the writer took the position, two well known, quality teachers left the center. A sixth reason for the problem is that as the community renews, the new families that move in assume that the center has a religious affiliation with the church as it is housed in the church and uses the church name in its title.

Lastly, the center did not have a sign designating its existence and did not advertise anywhere. Word of mouth referrals were the only way people become aware of the center at all.

As the lower enrollment figures of the center are caused by some of the aforementioned problems, consideration was given

to expand programs to meet the needs of families and stabilize enrollment income to avoid staff layoffs and an uncertain future.

Review Of The Literature

In order to help solve the problem of declining enrollment figures in the center and offset the anticipated loss of the kindergarten enrichment program, the literature was reviewed to determine what researchers believed would help the situation.

Roger Neugebauer (1987) believed that the major aspect of a director's job is the ability to lead the center through "tight times". Neugebauer stated that all small business go through periods of flux and he suggested using strategies that small business experts recommend such as:

1) Tracking income for child care centers which included tracking enrollment figures. If enrollment is dropping, a director needs to analyze the causes.

2) Checking expenses - Many times fixed expenses increase at a greater rate than tuition charges. A director must perform a break-even analysis to determine what enrollment level and tuition charges are necessary to break even and what levels must be maintained to make money. Late payment of fees must also be tracked and a reasonable method of collection must be instituted.

3) Attention to customer satisfaction - The buzz word for the 1990s in business is "Market Driven". Simply stated, this means finding out what your customers want and giving it to them. Communication with parents is crucial to maintaining program quality. Insuring a quick response to any complaint from parents is necessary to maintain their confidence.

4) Competition - Knowing what programs other centers are offering and what their tuitions are is something directors must research to assess and compare their own programs to.

5) Demographics - As neighborhoods change it is possible that the market of pre-schoolers can shrink or that tuition is too high for the changing demographics in the area. If the center's location cannot be changed or the size of the program cut back it is possible that a center could be forced to close down.

Neugebauer also urged directors to look for new sources of income. He suggested increasing tuition, expanding programs, or over enrolling each class by one or two children. He suggested many traditional, as well as new, annual fund raising possibilities to bring in additional revenue.

Merit (1988) suggested expanding a center program by offering after school hours to older children. She recommended offering formal classes in tennis, karate, dance, ceramics, and the like. The special classes can bring in additional money over the regular tuition income. Merit also suggested offering lower cost classes such as scouting and special "club" themes for parents who could not afford to send

their children to the more expensive classes. Scheduling and transportation issues are always a concern for busy working parents. When a center can offer music lessons or dance within the regular program through a special class, parents and children benefit. Merit believes that parents will pay more money to have their children attend these classes because total family recreation time can be increased when weekends and evenings are fun time for all members.

Buch (1987) promoted center accreditation by the National Academy of Early Childhood Programs as a selling point. She believed that center enrollment would increase because parents would feel better about their center choice if it was an accredited center. Accreditation means the "highest quality" and administrators can remind parents that they probably would not send their children to a hospital or college that was not accredited.

Hough and Stevens (1981) believe that all early childhood centers touch the fields of psychology and social services, because they are often family support systems as well. The changing times and trends have been responsible for a sizeable amount of family roles and responsibilities to be given over to institutions. Because of this, Hough and Stevens believe that it was necessary for centers to provide family support systems. They recommended forming parenting groups as a way to supplement parents parenting skills and disseminate information that could enhance parenting practices. Information sharing sessions could also provide parents with

additional support. Positive social contacts for parents help relieve the pressures of taking care of young children. Hough and Stevens believed that early childhood programs should offer parent education seminars to refine parents' knowledge and skill levels which could raise the quality of child rearing practices in an entire area in general.

Torrence and Harris (1989) suggested studying growth and trends for pre-school age children and performing a market analysis that included the number of children in the area, the economic level of the community, and ethnic breakdown. They also recommended finding out what competitors offer and comparing your offerings to others regarding services and fees. They suggested targeting the desired population and advertising in the same areas using local radio shows, local papers, and other sources that target specific audiences. They added that paying attention to the quality of playground space and equipment is wise. Torrence and Harris also believed that using free publicity through community press releases of center events would keep you in the public eye. They felt that newsletters and articles that could appear in local company newsletters served to make the community aware of your existence and services. They also suggested exploring the local Chamber of Commerce and the state employment council as well as checking surveys and current census figures for valuable information.

Marketing skills are what Julie Wassom (1989) believed directors needed to develop. Working on stimulating word of

mouth advertising by reaching realtors, pediatricians, and businesses was a key marketing skill. Referrals are the best source of customers but there often are not enough of them.

Wassom recommended starting a plan to generate awareness that a center exists. She mentioned identifying the center with a large, attractive sign that could be seen from a distance. She suggested having big center events in which you invited the whole community to participate. She encouraged developing a tag line that identified a specific service your center provided that makes it stand out from the rest. In addition to a tag line she suggested having a logo that should appear on business cards, letterheads, brochures, flyers, and tee shirts from a center.

Consistency in advertising would create an instantly recognizable image to the public. Wassom recommended advertising in local papers a minimum of three times within a certain period of time and up to seven times if you use radio advertising in order for people to retain the information.

A key piece that directors forget to do is to thank the people who recommend them. Here, Wassom felt, was the greater potential for increased referrals. She suggested acknowledging referrals with thank you cards, flowers, a word of thanks, a small token gift, tuition discount, or special event tickets. Often parents assume that a center is full and that it does not have openings for more children. She suggested that when sending out regular newsletters, mention to parents that referrals are always welcome. In child care,

word of mouth referrals are the main source for prospective customers and marketing strategies must be geared to generating and thanking referral sources.

Directors need to constantly work hard to come up with ideas to keep their centers solvent according to Smith (1990). He believed that directors could help families by offering services that will make their lives easier and help them to balance the stress of home and work.

A popular service that can make a small profit is providing breakfast at the center and a meal service that offers pre-packaged dinners that can go home with the family. Smith also promoted birthday parties for pre-schoolers as an item parents would pay for separately which could be held at the center and run by staff members who would like to add to their incomes. There are centers that have offered services to parents that range from picking up and delivering dry cleaning, to dental check-ups in a mobile unit, as well as children getting haircuts at the center. One center provided field trips regularly at an additional cost. Supplies that parents use regularly like toys, diapers, and books could be purchased wholesale and sold retail at the center for convenience to parents.

Special events like fairs and petting zoos also would generate small profits. According to Smith a new idea for pre-school centers was starting an alumni group that could have fund raising dinners for the purpose of giving out awards and certificates to benefit children at the center. Smith had

located a center that offered a gift certificate for child care.

Smith mentioned the old stand-by of special classes like gymnastics, music, and dance but he cautions that these special classes simply enhance the total center operation and do not make a profit, primarily because of the high costs of the special instructors needed to teach them.

Expanding programs such as offering summer camp or having a special room for mildly ill children could be considered. Smith believed that offering evening hours one or two nights each week as a service to parents who need a night out is something that some centers could do. He reminded us that very small profits are made but a lot of good will is generated, which helps with overall referrals.

The key to a center's success or failure is enrollment. Sarah and Bob Boschi (1989) stated that under-enrollment must be acted upon quickly by monitoring attendance and enrollment figures daily. They recommended hiring substitute teachers who are called in daily or released early each day if enrollment figures climb or drop off.

The Boschis promote hiring a part-time marketing person. They felt that directors have many hats to wear and remembering and planning for timely press releases, ads, and other community awareness events were not reasonable to expect a director to do.

The Boschis stressed the need for quality in a center's written materials. A professional brochure and a regular

center newsletter could be distributed within a two mile radius of the center during crucial enrollment periods. Additional tips for the newsletter are that it should be attractive and filled with many items of interest to young families, such as child development issues, recipes for quick snacks and meals, and home made projects. Often overlooked are the telephone impressions parents receive when they call a center. The Boschis stressed the importance of having good telephone techniques for dealing with inquiries and follow-up rescheduling of canceled or forgotten appointments.

When the children go on field trips the Boschis urged directors to have them all wear bright hats or scarfs with the school name or logo. They believed that the positive attention garnered by a group of happy and well guided children could generate interest and new business. Often a photographer can take a good picture that can appear for free in the local paper with a caption mentioning the center and the children having a wonderful time on a trip. Certainly, media events are something to consider each time the center does something or goes somewhere.

The Boschis believed in community outreach and they recommended inviting the entire community to the center's parenting seminars. Popular topics, especially the issue of discipline, usually brings in many parents. Having child care available during these seminars, at a small charge, enables more parents to attend. Additional ways recommended by the Boschis to reach out to the community included using the

director or staff members as speakers. Groups such as PTAs, Rotary Clubs, church organizations, and women's groups could hear about early childhood issues and, by highlighting the center, it could be brought to the community's awareness.

The Boschis believe that many members of a community go to the local shopping mall. To capitalize on all of the mothers pushing their strollers they suggest setting up a booth on the mall promenade. The booth should have a banner with the center name and logo displayed prominently along with colorful balloons. A simple arts and crafts table set up for children with sequins, glitter, feathers, and glue to make a headband or something similar would attract children and their parents.

Preparing a business plan is essential for every center according to Stephens (1987). Basically, a business plan provides a guide to the direction a center wants to go in and a goal to work towards. Thinking about an early childhood center as a business, setting priorities, and writing the plan allows people associated with the center, board members, staff, and bankers to know how they can be of assistance in accomplishing the plans. Business plans can be written in many formats but basically they describe where a business is going, what can prevent it from getting there, what other opportunities are available, how to plan to get there, and what the status of the projected financial reports is.

Defining the child care service that is provided and to whom, specifically for the purpose of developing a profile on customers, is essential. Stating a philosophy which clearly

spells out what is trying to be done as well as giving a general overview of the historical background and information about the business puts everything into perspective.

Stephens recommended listing the goals and the strategies that should be used to achieve them. For a center that wishes to increase enrollment he suggested 1) letting people know what is special or unique about the center, 2) joining local clubs and associations to promote the center, 3) personally communicating with current parents by mail and phone calls, 4) featuring a special class or program for six weeks for the children, 5) developing a marketing plan to increase the summer camp program. Stephens stressed the importance of having board members who are the "right people" with the skills and contacts necessary to achieve the particular goals of your business plan which are generally three to five years for a standard forecast. Business plans need to be reviewed each year and adjusted accordingly.

Friedman (1980) studied the trends of women in the work force and their need for child care during the 1980's. She suggested approaching local businesses and corporations to discuss the benefits of employer supported child care. The new menu style benefit packages that are being offered by companies can include up to 50% reimbursement for child care services. Centers can offer a voucher program to corporations that will cover some of the costs of child care for their employees.

Offering parent education courses at noon time to employees of large corporations, initially as a volunteer service, can help bring awareness of your program and the need for more high quality child care programs. Familiarizing yourself with the businesses in your community and becoming aware of their goods and services and employees needs allows an approach that is necessary for you to be seen and heard. Making appointments with the top management people such as vice-presidents or presidents is preferable. If board members are important business people in the community their networking contacts can allow many introductions to the leaders in business in your community. If a director is prepared with annual reports of a company and has done a review of local business needs and expansion plans the efforts to have them join in providing some child care benefits is greater. Working out the dollars lost to companies that do not perform some type of child care service is an argument that can be used to present your case. Friedman recommended that after a contact has been achieved through networking to remember that a director is an expert and should begin to charge fees for professional services.

Reddy and Lankford (1982) reviewed studies of child care center enrollment figures in relation to quality of services and cost effectiveness. Although the results of studies conflicted in several details, overall centers with over 100 children provided the highest quality of care and cost a little less per child. Since larger centers can spread

administrative costs over a larger number of children they have a better chance of making it through economically depressed periods and can offer a larger profit potential. However, they point out that no quality child care program is able to make money because high quality means maintaining the program continually. Reddy and Lankford also believe that the director of a child care program is the single most important part in the success of a center. The larger a center becomes, the greater complexity of managerial skills are needed.

Centers can always expand by leasing space according to Stephens (1987). When planning a budget, enrollment capacity, rent and lease details a small profit can be realized. As needs for child care increase dramatically housing projects, shopping centers, office parks, research parks, and developers consider including child care centers to attract people as consumers and employees. A center with a solid reputation that seeks to expand to a nearby area can become very successful.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

Maintaining high enrollment in an early childhood center is necessary to avoid going out of business. The first goal of this practicum was to increase enrollment. The second goal was to expand program offerings to offset the anticipated loss of the half day afternoon kindergarten classes the center offers, due to the offering of all day kindergarten in the public schools. The third goal was to meet the communities changing needs by offering an all day program with expanded hours. The fourth goal was to increase enrollment in the summer day camp program.

Behavior Expected

The review of literature concerning maximizing center enrollment, surviving periods of economic decline, and offering new programs demonstrated methods by which enrollment figures could be increased. Various sources suggested that public relations and marketing techniques were areas that had to be addressed and improved upon to impact significantly on the number of children enrolling in the center. The first behavioral objective addressed this issue. The second behavioral objective addressed expanding enrichment class offerings to families who would pay additional fees above tuition for these classes. The third behavioral objective concerned expanding the program by offering day care hours.

The fourth behavioral objective involved offering a larger summer camp program. The following behavioral objectives were selected for this practicum:

1. Over a period of 8 months there was increased advertising and marketing of the early childhood center to increase enrollment (Appendix E).
2. Over a period of 8 months there were new special offerings of enrichment classes with additional fees charged to parents (Appendix K).
3. Over a period of 8 months expanded before and after school hours were offered to parents (Appendix L).
4. Over a period of 8 months there was new scheduling of the early childhood summer camp program (Appendix J).

Standards of Performance

The following standards of performance were used to measure behavioral expectations:

1. At the end of the 8 month period center advertising and marketing had a budget line added for advertising and a 15% time increase on projects related to advertising and marketing (Appendix E) and center enrollment was up by 7.5% (Appendix M).

2. At the end of the 8 month period a new center brochure (Appendix F), a new camp brochure (Appendix H), and two early childhood center metal signs were completed (Appendix I).

3. At the end of the 8 month period six new enrichment classes were offered to increase center revenue (Appendix N).

4. At the end of the 8 month period additional before and after school hours were offered to parents (Appendix L) and enrollment in the summer camp program was maintained (Appendix J).

Assessment Instruments

The following assessment instruments were used to measure the aforementioned standards of performance:

1. At the end of the 8 month period the early childhood center had a new brochure (Appendix F) to replace the old brochure (Appendix G), the summer camp had a new brochure (Appendix H), and 2 pre-school metal signs were mounted on the building as well (Appendix I). In addition the evaluation tool used was a comparison of registration figures for the 1990-91 program against the registration figures for the 1989-90 program (Appendix J).

2. At the end of the 8 month period the enrollment for the special playcare enrichment classes was recorded and compared to the previous years enrollment (Appendix K).

3. At the end of the 8 month period the registration for the expanded hours was tallied to gauge profitability (Appendix L). The early childhood camp enrollment figures for 1991 were compared to the 1990 camp enrollment figures (Appendix J).

Description of Plans for Analyzing Results

The results of this practicum were analyzed and are presented as follows:

1. The results of the pre- and post-implementation enrollment figures are presented numerically in a table to show the comparison between the 8 month implementation period and the same period for the previous year (Appendix M).

2. The income generated by the number of children who enrolled in the new special enrichment classes was compared against the expenses of the classes on a table and the enrollment compared to previous years afternoon classes that were not enrichment classes (Appendix K).

3. The number of children who attended the before and after school extended hours was compared to the previous years figures (Appendix L). Summer camp enrollment for 1991 was compared to that of 1990 (Appendix J).

Mechanism for Recording Unexpected Results

A log was kept to record any unexpected events which occurred during the implementation of this practicum. These events included changes from the original plans or differences that occurred from possible problems during implementation.

CHAPTER IV

SOLUTION STRATEGY

What I Thought Might Work To Solve The Problem

Thinking about an early childhood center as a business is extremely important to the future direction and success of the center. The review of literature disclosed factors which are important for all good businesses to implement. Beginning with a basic logo and tag line that identifies the service which is then used on all letterheads, business cards, brochures, flyers, and advertisements is the place to start according to Laskowski (1985). She also believes that having the center director speak at organizations, club meetings, and PTA meetings on early childhood topics is another way to have the director's and the center's names visible in the community (Owens, 1985).

One solution strategy held by many authorities in the field of marketing and child care is the necessity of letting the community know that you exist (Neugebauer, 1978). Proper signage on the facility and utilizing potential referral sources such as colleges, libraries, pediatricians, business offices, and real estate offices and handing out brochures and flyers are generally effective methods of targeting your campaign to the potential users of your service. Word of mouth referrals are the most effective source of new customers as 90% of new clients are obtained this way (Neugebauer, 1978). Current in house families need to be treated well and acknowledged when they send new families in. Thank you notes

or discounts on fees are two ways some other early childhood programs respond to parents who promote the program to others. Owen (1985) suggests maintaining good parent relationships by calling a parent each day and learning all parents names and greeting them enthusiastically at the opening and closing of the day. Although various experts have different methods for keeping current customers happy the main goal is to remind directors to take the time to plan specific things to do to insure paying attention to and nurturing in-house families.

Understanding the needs of your consumers and attempting to provide services to meet their needs is the goal of marketing. Anderson (1977) suggests that a director ask himself/herself whether the current program offerings are truly reflective of what parents want for their children. He also suggests performing regularly scheduled surveys to research and update services to be more responsive to consumer needs. Gold (1988) reminds us that surveys indicate that where young children are concerned good quality care is the primary concern and not the cost. Thompson (1988) reminds us that child care issues are some of the hottest topics before Congress. Women in the work force is a major labor issue for the 1990s. As the pool of qualified workers is diminishing, employers will compete for women and businesses that offer child care benefits will stand to gain in the long run.

Smith (1989) believes that directors can personally approach local businesses and offer to help meet their employees child care needs. Knowing the company's business before the

interview and making them allies is the key to success according to Wassom (1988). Making sure that your center is listed in all major child care resource and referral services is also important according to Freedman (1986).

Several authorities believe that centers must have business plans that document where they want to go and how they plan to get there (Stephens, 1987). Enhancing the program by upgrading materials, classrooms, and playgrounds or adding new classes can increase your market share.

The importance of having key people on the Board of Directors at the right time is instrumental in meeting with successful ideas and plans for growth and change (Stephens, 1987; Ellenberg, 1985). Having honorary trustees, people of importance with wide recognition, lend their name to an event implies endorsement that is widely recognized (Ellenberg,1985). Special events and the publicity they can generate can keep a center's name in the public view. Specific events should be targeted to different groups in the community (Wassom, 1989; Ellenberg, 1985). Board members and honorary trustees can sponsor events such as an elaborate black tie affair at $150.00 per person with a design show or concert for children and families , or a raffle at a carnival. This concentrated approach reaches different members of the community and creates a larger base for fund raising.

Promoting a center through displaying banners, posters, newsletters, brochures, flyers, and press releases are all tools that help reach the public and make them aware of your

program (Ellenberg, 1985). Thorne (1988) suggests that if the value and reputation of a center is high you can raise your tuition and continue to attract new customers. If your center is nationally accredited, an indicator that high standards of professional practices are in operation, parents will feel better about choosing your program (Bach, 1987).

Offering special classes that offer music, dance, or art is a way to increase revenues for a program (Smith, 1990). Another way to increase revenues for centers is to offer education classes for families on parenting tips. Support groups such as "Mom and Me" are popular and draw new mothers into the center before their children are even ready to enter nursery school.

The choices for possible solutions are many. The review of literature reveals many marketing ideas to increase and retain enrollment in early childhood centers.

Description and Justification for Solution Selected

The selected solution to the problem of decreased enrollment in an early childhood center included four inter-related strategies. The first strategy was to encourage the Board of Directors to support an increase in tuition fees. The center has a wonderful reputation, is licensed and accredited, and the clientele can afford the increase. A higher tuition allows the recruitment of experienced early childhood professionals who are a key component of the reasons why parents select the program.

The second strategy in the solution was to organize a comprehensive marketing and advertising plan that incorporated designing a new center brochure (Appendix F), a new camp brochure (Appendix H), and staging four family events to attract new clients to the pre-school (Appendix S, T, U, V).

The third step was to design and mount two attractive signs to display along the main roadway in front of the center that would make new community members aware of our existence (Appendix I).

The fourth step was to offer ten new programs. Specifically, weekly afternoon special classes in music and movement, science, arts and crafts, and literature and drama. In addition we offered a "Mommy and Me" class, a 1 1/2 hour "lunch bunch" extension class, a morning kindergarten enrichment class, an extended late day class, and a flexible schedule camp program. A pre-registration form indicated the viability of each program's appeal. A check off feedback evaluation form was sent to all parents of four year olds to determine the feasibility of offering an all day kindergarten class for the coming year (Appendix C).

This four part solution had several advantages. First, pre-registration forms allowed the center to gauge the marketability of the special classes before running the classes at a loss. Secondly, the space for the new programs incurred no additional expense. If the pre-registration for an all day kindergarten program was considerable it could partially replace revenues if the anticipated loss of half day

kindergarten occurs. The comprehensive marketing plan allowed committee board members to actively involve themselves because they were able to know specifically which pieces they could support. Designing brochures and flyers was viable to do since a parent with computer software for this purpose offered his services.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The goal of this practicum, to expand programs in an early childhood center to meet the community's needs and to improve center fiscal stability, were realized. The results of expanding program offerings halted a decline in enrollment and revenues and decreased the gap between the revenues and expenses. Of a total of ten new programs that were offered seven were successful. The success of the seven programs not only halted a three year decline in enrollment but increased enrollment by 7.5%.

The most successful new program offerings were five different weekly special enrichment classes that were offered one afternoon each week. Also a 1 1/2 hour extension from 11:30 AM until 1:00 PM was offered called "lunch bunch". The title and description of each of the playcare classes and lunch bunch, which extended the nursery day from 11:30 AM until 3:45 PM, were as follows:

Monday - "Funny Feet" - A music and movement basics class where children march and clap, play instruments, learn circle games, and sing along for fun.

Tuesday - "Puppetry and Drama" - The creation of puppets from favorite stories for pretense and dramatization of the stories with the children.

Wednesday - "Little Scientists" - Hands-on exploration and discovery as the children cook, experiment, and learn about

the properties of ordinary items, participates in water play and explore nature.

Thursday - "Pre-Reading Club" - Story time, fairy tales, mother goose, and nursery rhymes. The children create their own personal books, pictures, and nonsense rhymes.

Friday - "Arts and Crafts" - Glue and glitter, baubles and beads, feathers, paint, odds and ends, even bird seed used by the children to create their own collages and projects.

Monday-Friday - "Lunch Bunch" - An extended 1 1/2 hour period in which chidren have lunch and play indoors and outdoors.

Another successful endeavor was to increase tuition. The Board of Directors' approval of a 10% increase in all tuition resulted in a significant increase in revenue. This increase, however, was used to cover a 10% rent increase and a 6.5% increase in teachers' salaries. In addition, the Boards' annual fund raiser for the school year fell short by several thousand dollars which ultimately resulted in a negative bottom line in the center's budget even though the goals for the practicum were met.

A breakeven program was the summer camp. The camp program was enhanced by a new brochure and several new offerings which made it more attractive (Appendix H). However, many families did not sign up for camp. The camp enrollment figures for the prior year showed that 20 children had registered by April. This year, for the same period, only nine children had registered. Because summer camp brings in substantial

revenues a survey was sent to all parents in the center asking why they were not signing up. The survey and results (Appendix R) allowed the center to alter the camp schedule mid-stream in order to increase enrollment and offer parents a more flexible schedule. Two adjustments brought the enrollment up from nine children to 22 children. Changing the mandated five week schedule to a flexible schedule for two or more weeks of a parent's choice was the first change. Also, instead of five days each week, parents could select two, three, or four days each week. The camp finalized registration at 22 children, which was five children less than the previous year's enrollment. The camp program still managed to maintain the same income level as the previous year because the tuition was increased by 10% and one less teacher was hired which canceled a salary expense.

The first of the three programs which were not successful in this center was early drop off and late pick up. The second unsuccessful program was a two day morning kindergarten enrichment class and the third was the offering of a "Mommy and Me" class. No one registered for morning kindergarten or "Mommy and Me".

This particular early childhood center, though licensed as a day care center, is really a nursery school. For over 30 years this center has catered to middle and upper income families who do not believe all day care is right for children. Many mothers, who were professionals, gave up their careers to stay home with their children. Because these

families believe that the nurturing and guidance needs of their children are best met by their mothers, any attempt to offer day care hours in this center are not supported.

The Board states that they would consider one all day class if the interest of current in-house families was there. However, surveys that were sent out to the in-house families indicated no interest in all day care hours, which is not surprising. Since this center is recognized solely as a high quality nursery school, targeting mass marketing to two career couples would be necessary to recruit new families who support day care. The additional cost for a campaign to target parents who require day care hours is something that would have to be approved by the Board of Advisors. As the budgetary situation of the center continues to have higher expenses than revenues, it is unlikely that monies would be allocated to offer a new day care program. Thus, considering that the Board does not support or advocate for day care, low cost alternate means of reaching families who require day care hours would need to be developed.

A pre-registration survey offering three extended days, to 5:30 PM, drew eleven interested kindergarten parents. Of these eleven interested parents, only eight actually registered for the class. The class ran for five weeks and attendance dwindled to three children. Parents said that the 5:30 PM day was too long for their children and that the children were cranky and over tired at the end of the day.

The class, with two teachers, was canceled in the sixth week to cut losses (Appendix L).

The "Mommy and Me" program announcement received three inquiries. Only informal chatting with parents who were second time mothers revealed that although a class like this would have interested them when they had their first child, it did not interest them as much with a second child. Several parents also said that they already knew mothers in the center and if they joined a "Mommy and Me" program their reasons would be to socialize with new people elsewhere.

All of the goals of this practicum required an increase in advertising and marketing to make people aware of the offerings of new or enhanced programs.

Creating a new logo for stationary, business cards, and brochures helped professionalize the centers image. The two new large metal signs, one on the main road and one placed on the building itself, helped the center become more visible and increased drop in visitors (Appendix I). People who were aware of the center but not exactly certain as to its exact location now approached the center. Because more people walked into the right office instead of the church office, parents' first impressions were formed by the friendly atmosphere of the center.

All of the social events that were planned throughout the implementation helped to create positive public relations. We tried to keep our current parents happy by offering fun,

family activities. Descriptions of the four events that we sponsored follow:

A Halloween Happening - A family costume party and carnival with games, booths, arts and crafts tables, pony rides, and refreshments (Appendix S).

An Ice Cream Social - An evening of entertainment and make your own ice cream sundaes for parents and children (Appendix T).

A Parents' Night - Parents were shown a slide show set to music that showed their children engaged in various activities. The night was capped off by a drawing or collage for their child to receive at the center the next day (Appendix U).

Week Of The Young Child Celebration - A national week long center open house to publicize high quality pre-school programs. The highlights were tours, refreshments, and visiting grandparents (Appendix V).

Recommendations

Offering new programs to continually meet the changing needs of a community is essential to maintaining or expanding a child care center. The burden of balancing a budget in the face of higher rents, higher salaries, and fewer donations are the challenges all administrators of private centers must effectively handle.

Using surveys to find out what parents program needs are on a regular basis for the purpose of continually upgrading

program offerings in a center is a necessity. If programs are under enrolled, they need to be canceled as soon as possible to curtail losses. If adjustments to programs can be made cost effectively, flexibility will enable a new program to survive. If trends indicate that a community's needs are changing but the current families being served are not changing, the transition period has to be carefully monitored. Recruiting new families through other sources, rather than only through word of mouth, can aid in changing programs to reflect a more diverse population.

Fund raising must be done to meet a targeted amount. All efforts to raise additional dollars are necessary to maintain a balanced budget. Even when a new program is successful, if fund raising efforts fail, the center still has a deficit that cannot be covered. Outside expert consultants, other executive directors need to speak with Board members to underscore the importance of targeted fund raising. Non-profit schools need to constantly seek ways to reduce expenses and increase revenues.

If the director of a program has done significant research that determines that offering day care hours can increase revenue he or she needs to pursue the issue with the board.

Even if a certain idea has been vetoed for several years, board members terms do eventually expire. A director can take an active role in recruiting new board members who indicate their support for program expansion ideas that look promising. In this early childhood center the fall board agenda will

include expanding our early childhood program by offering day care hours off site. Several new board members who the director helped recruit are interested in pursuing a satellite program offering day care.

It is important to remember that each new complement of board members offers the promise of growth and positive change when the director works with the board for the common good.

Conclusions

It appears that parents of pre-school children want flexible hours and classes to individualize their families schedules. The more options a center can offer, the more likely it will be able to fill most classes.

The success of the extended playcare special classes seems to indicate that pre-school parents like thematic special enrichment classes for their children. They are willing to spend additional dollars to receive these programs on a limited basis. Even though a high quality early childhood program offers children many opportunities to engage in the very same themes within the regular curriculum parents seem to feel positive about a specific course with a theme and a concrete project that is produced at the class. Although our center always focuses on process rather than product, parents really enjoy seeing an object that indicates to them that real learning was going on in the class. Parents particularly enjoyed the daily communication flyer that went home at the end of each playcare special class. They also took pleasure

in seeing the outside playcare bulletin board filled with samples of the children's work and completed projects.

Dissemination

All of the research findings recorded in this practicum were shared with the executive board of the local affiliate chapter of the National Association for the Education of Young Children. The author was hired by the N.A.E.Y.C. affiliate as a consultant to offer this information to all membership in a workshop format.

The local Directors association invited the author to be a guest speaker at a regularly scheduled meeting to share this information with other directors who have experienced similar problems.

A condensed version of this practicum, focusing on the successful programs, is being edited for submission to an early childhood publication and, hopefully, will be accepted for the winter edition.

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APPENDIX A

MINUTES OF FEBRUARY, 1988 BOARD MEETING
DOCUMENTING POSSIBLE ALL DAY PUBLIC SCHOOL KINDERGARTEN PLANS

MMECC BOARD OF ADVISORS MINUTES
FEBRUARY 7

PRESENT: Lois , Ester , Sallie , Harvey , Terri , Sherri , Elizabeth Gail , Anne Diane , Anne , Jerry , Ken .

ABSENT: Francine , Susan , Betty .

MINUTES
Minutes accepted as read.

CORRESPONDING SECRETARY REPORT
Notes need to be sent thanking Paul at Baskin-Robbins for the ice cream which he donated for the Ice Cream Social, and thanking Arlene Yatkowsky for the Motts Apple Juice donated for the Ice Cream Social. Lois circulated a thank you note from Anne Pollack in response to the Holiday Luncheon. A new babies flier has been given to the teachers, which they will complete when a sibling is born to one of our children. The completed flier will be placed in the Board mailbox for action by the corresponding secretary.

CO-CHAIR REPORT
On Parent's Night in March, the fundraising speech should include thanks to the volunteers who built the playground. There was discussion between Anne R., Harvey, and Sherri regarding the appropriateness of a plaque commemorating the building of the playground piece, and where such a plaque should be placed. Anne R. felt the plaque should go on the piece, Harvey felt the plaque should be in the case inside the front hall, and Sherri suggested a "Tree of Life" type plaque. Lois felt that the ultimate decision should rest with the Advertising committee, bearing cost in mind.

Lois reported that there was a meeting with Ruth Moss discussing snack policy. We will make a re-statement of our snack policy, which is that only whole grain, whole food choices are recommended. We will also offer some recipes for those who enjoy bringing homemade treats.

Lois reminded the Board that we may not park in the church designated spots. The two visitor spots are questionable. Au pairs have been particular offenders and need to be spoken to.

DIRECTOR'S REPORT
Four new families joined in the month of January, however we lost two (one moved, one was a Two year old who did not adjust), so we had a net gain of two families. We currently have 157 children enrolled for 1990-91. The 20 openings are in the Two year old program, and the afternoon Fours. The addition of a morning Kindergarten enrichment is still being considered. Camp information has been sent to all families. Ten children have

registered thus far. Anne R. recommended that we send brochures to realtors. Diane has seen fliers from other schools at the Saxon Chemists.

February 12-14 will be the dates for the clothing drive for the homeless at St. Barnard's.

Tuesday February 13 will be the next Parent's Club meeting. Their order for indoor play equipment has been delayed.

We will be closed the third week of February.

Wednesday March 14, at 10 am, Beth Post from the White Plains Board of Ed. will be making a presentation "What to Expect in Kindergarten", including information on screening, and the multisensory program.

Terri distributed a brochure describing the lectures sponsored by WAEYC entitled "One Night Stands".

The playground has been completed, at a cost of $1800 for the enclosed corral of sand.

A thank you note should be sent to Betty Combs who gave Terri the name of the contractor who did the surface work for the playground.

The first week of April is the Week of the Young Child. Terri has obtained the public relations brochures which will be distributed to interested parents. The brochures will be distributed the week before, and the week of the event, to foster an awareness of what is appropriate for young children in a variety of areas. It would be a marketing coup if we could get a local politician to come to the school the last week of March, have pictures taken, and get the pictures to the newspaper so that they could be used at the start of the Young Child Week. Terri is working to achieve this.

A parent has requested permission to set up a table selling filled baskets in the hall, with 15% of the profits to go to MMECC. This offer was rejected by the Board.

The unpredictable weather of the past few weeks has caused strife among the staff regarding delayed openings. Our current snow policy is that we follow the White Plains Board of Education unfailingly, without exception. The lunch table in the crib room is another issue for the staff, as there are times when it is not set up as it should be on Monday mornings.

Church members, particularly Dorland, have been castigating the teachers for holding the front doors ajar during arrival time, causing a loss of heat to the building. There was mention of increasing our contribution to the heating bill. Harvey and Ken expressed the opinion that the teachers should not have been attacked, but that Terri should have been approached instead. Jerry felt that a third person should stand at the doors, rather than the two teachers currently assigned, so that the door would not need to be propped open. Lois commented that this was not a new problem.

There is staff tension regarding the use of our rooms during the weekend by the Sunday school. Terri needs to meet with Jani to work this out. Some of our materials and snacks are used or misplaced. Sallie suggested locking the rooms that were not being used by the Sunday School.

Terri feels that staff morale is very low.

A singing machine cassette deck was contributed

anonymously, which the children are enjoying. The machine lets them sing along with music, and record the singing.

A new code of ethics was distributed to the staff, six pages in length.

Terri attended a conference in Florida, on the topic: "Crafting a Nurturing Environment for Early Childhood".

FINANCE
Fran is absent.

PERSONNEL
The committee is working to prepare instruments by which to review Terri and the staff. A new meeting will be scheduled to discuss personnel policies regarding hours and staffing, merit, and seniority.

FUNDRAISING
The Ice Cream Social grossed approximately $1500, and after expenses netted $953.72. A thank you letter was distributed to the parent body.

The Main Event is getting into running gear. Status sheets were distributed to Board members, to be returned within a few weeks to give the acquisitions committee an indication of how acquisitions are accumulating. The acquisitions committee met on February 2. Donations thus far include:
--The Montauk House for the week after the Main Event.
--A four day stay at a Kampinski Hotel in Germany
--Sound Shore Tennis time+ racquet
--photography portraits
--handcrafted objects
--meals at restaurants

A parent mailing will be going out the week of 2/12. The logo will be "Go for the Gold" with a child and a rainbow. Sherri's husband's friend will be donating 120 pearl necklaces for the first 120 women who arrive at the auction.
The Parent's Club will be approached regarding their ability to help with phoning, acquisitions, and set-up for the night. Class mothers will be asked to do phoning as well. There will be Early Bird tickets to be eligible for an Early Bird raffle. Tickets will be in the form of a formal invitation with reply card--courtesy of the Fendlers. The tickets will be $25/couple. We are looking for a wine bar donation. Solicitation for donations will go out to alumni from 1988-89, as well as newcomers for 1990-91.
Lois thanked the Social and Fundraising committees for their hard work on the Ice Cream Social. She commented that the event seemed to go quite well, with the exception that a new public address system is needed.

SOCIAL
Coffee and baked goods will be needed for Parents Night. Parents and Parent's Club members will be called to donate food. A handout will be circulated asking parents to contribute.

HOUSE AND GROUNDS

Harvey did not have news to report. Jerry commented that there are floor tiles that will be repaired soon. There is a new bulletin board by the Asbury Hall entrance which we should use. We need to speak to Jani about this. The sand truck seems to have left tracks and broken a piece of curb, which Harvey will need to look into.

ADVERTISING

Ice Cream Social photos were taken by Margaret Pape and Susie Wagner. Some of these will be submitted to the newspaper. Camp sign is in place on the outdoor sign post.

FIVE YEAR PLANNING

We need to discuss directions for the future, and highlight future choices to be made. Contingent on White Plains going to all day Kindergarten, we will lose 36 families. We have three classes of two year olds already, and would not start more. Choices to fill in the gap include:

--a day care class
--infant/toddler program with Moms
--a private all-day Kindergarten
--special education preschool.

Ken asked if we could exist as a smaller school, using less space and paying less rent, or if we could expand to accept more 3 and 4 year olds.

If we shrink, we would be opening the door to others, because the church will still need the same revenue.

Jerry commented that a higher profile is necessary for MMECC, that more P/R should be attempted before we shrink our program. Harvey mentioned the concept of an "endowment" fund from alumni. Ken suggested the need for an advertising fund. Sherri stated that significantly more money was needed for the advertising budget. She suggested a $10,000 budget to include a yellow pages ad, and 2-3 ad campaigns.

Lois summarized the discussion by saying that while fundraising has been our big push this year, an improved profile of the school will be the big push next year.

Terri commented that parents like the sense of community here. She suggested forming a Welcoming Committee of 2-3 mothers who would visit new families and help them bond to the school. Anne R. suggested that the Parent's Club be the force behind this Welcoming Committee. She also suggested approaching the Galleria Association for promoting MMECC.

Sherri questioned whether parents really want so much involvement in the school, as it is sometimes difficult to get volunteers for various activities.

Lois ended the discussion by voicing the Board's consensus that if Kindergarten Enrichment is dropped, we should expand existing programs rather than shrink, or look to other programs.

OLD BUSINESS-none
NEW BUSINESS-none
Meeting adjourned 9:58 pm
Next Meeting March 7

Respectfully submitted,
Elizabeth

APPENDIX B

NEWSPAPER ARTICLES DOCUMENTING
THE OPENING OF THE FIRST ALL DAY PUBLIC SCHOOL KINDERGARTEN
AND THE SUCCESS OF THE PUBLIC SCHOOL PARENTAL CHOICE PROGRAM

Community

A SECTION
Obituaries A4
Weather A5
Almanac A8
Metro A12

School days, school days

Church Street School proves to be hit on reopening day

By Gary Stern
Staff writer

Little C.J. Reilly, hobbling on to the hand of his mom Monique, became the first pupil yesterday to arrive at White Plains' state-of-the-art kindergarten center, Church Street School.

Dressed in a green sweater and jeans, called was up at the *bottom*, C.J. knew what excited him most about his new school, where the academic focus will be science and technology.

"My class has a microwave," he said.

His mother had other reasons to feel good about Church Street, which the school district reopened yesterday as home to four all-day kindergarten classes for 72 tots.

"I really am excited," she said. "This school is offering all the terrific, innovative programs for the kids."

Reopened as part of the school district's reorganization, Church Street enrolls pupils from throughout the district. Under the district's new Controlled Parents Choice Program, parents of kindergartners were allowed to choose the elementary school they most wanted their children to attend.

The reorganization aims to improve the racial balance in the schools. At the heart of the effort was the ending of the neighborhood school system and the reopening of Church Street as a districtwide magnet school.

To entice youngsters from throughout the city, Church Street has the district's only all-day kindergarten classes, the school's staff intends on developing research and teaching relationships with local colleges and universities. And the two-story building will be the recipient of a new wing, containing 22 classrooms, a library, cafeteria and offices, by 1991-92.

The White Plains Child Day Care Center, which has been renting the building from the school district, will share the building with the school district this year before being phased out as Church Street adds a grade each year. It will eventually house kindergarten to fifth grade.

Staff photo/Wendy Vierra

Five-year-old Michael Fusco of White Plains helps Kate Ferencz, 5, also of White Plains, open her milk on the first day of school at Church Street School in White Plains yesterday.

Principal Jeanne Vissa, wearing bright yellow, greeted the first several sets of parents and children like she knew them already — which she did. Having met most of her pupils at a summer orientation, she was able to greet them by name.

"When I found out Jeanne Vissa would be principal, I was thrilled," said Arlene Platt, a White Plains High School teacher who originally wanted her daughter, Stefanie, to attend the Ridgeway School. "I attended a workshop at Church Street and was very impressed with everything."

Vissa, who was the district's math

Please see OPENING DAY, A1

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OPENING DAY/ From page A3

ematics coordinator before becoming principal, said she got over her butterflies on Tuesday. She spent yesterday morning dashing from parent to parent, from her office to the classrooms. One parent asked if anyone had seen "the yellow blur."

"We've done all we can to get ready," Vissa said. "We don't want to be overready. We want to be spontaneous."

Lack of spontaneity was not a concern when six dozen 4 1/2- and 5 year-olds were asked to assemble in the All-Purpose Room for breakfast, part of Church Street's "Good Beginnings Program." Parents huddled outside, peeking in to see how their children would react to their first school activity.

After a few bites of his cereal, Paul Sciarrillo decided he had enough.

Arms extended, he wept straight for his mom, Donna, for some reassurance.

"Should I stay *or should I go*?" Donna Sciarrillo asked herself. "I don't know if I'm making it easier for him or harder by staying."

Craig Talum, though, sitting in a blue chair so short it looked like its legs were cut off, confidently waved goodbye to his mom, Sadie, and concentrated on his breakfast.

"He's been in nursery schools since he was 2," Sadie Talum said. "He's happy about the whole thing."

After breakfast, the pupils were off to their classrooms, single-file or holding hands, behind Church Street's teachers — new staff members Shabnam Khandalavala and Alicia Lopen-Jantzen, Susan Hirsch from the Ridgeway School and Maura Mason from the Mamaroneck Avenue School.

Introductory activities filled the remainder of the morning: singing "name" songs in Hirsch's class, passing around Bert the hamster in Mason's room, discussing the sunny September weather in Khandalavala's class and trying a variety of stations in Lopen-Jantzen's.

At one point, Vissa took a small group from Mason's class to the All-Purpose room for a talk about "feeling proud." Staff members will take part in similar discussions every day to help develop pupils' self-esteem.

"We want kids to know that what they say is important," Vissa said.

Vissa asked Timothy Young how he felt about the school. His answer was just what she wanted to hear.

"I feel good that I'm still here," he said.

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White Plains parental choice program called a success

Parents' choices granted for about 90 percent of kindergartners

By Gary Stern
Staff Writer

Nearly nine of 10 children who will enter kindergarten in White Plains this fall have been assigned to their parents' school of first choice.

Parents of incoming kindergartners will start receiving letters today notifying them of their children's assignments.

Under the school district's Controlled Parents Choice Program — which is being phased in starting this year with kindergarten — parents were asked to choose the top three elementary schools they would like their children to attend. School officials were uncertain going in what percentage of first choices could be accommodated.

Of the 356 students whose parents returned choice forms, only 40 — or 11 percent — have not been assigned to their parents' top choice. Of these 40 students, 30 were assigned to their parents' second choice.

Only seven students have been assigned to their parents' third choice. Three students weren't assigned because their parents listed only one choice.

"We did real well," said Laurette Young, coordinator of the district's Parent Information Center, which was set up this year to help parents with their choices. "We're really pleasantly surprised."

The parental choice program, a key component of the school district's reorganization, is designed to maintain racial balance in the five elementary schools.

Saul Yanofsky, the assistant superintendent overseeing reorganization, called the program a success on many levels. He pointed out that the Parent Information Center made more than 400 appointments for parents to visit schools.

"Perhaps most significantly," he said, "the process has stimulated a lot of parents to begin thinking about educational issues and about their kids."

About 30 percent of parents made schools outside their traditional neighborhood boundaries their top choice. Of these 101 top choices, 75 were for the Church Street School, which is reopening this fall with the district's only all-day kindergarten.

Twenty-six parents made non-neighborhood schools other than Church Street their top choice.

"Church Street was clearly a big draw," Yanofsky said. "There was movement to schools, but no major patterns."

In making assignments, the school assignment committee considered first the need to maintain balance between blacks, Hispanics and other students in every incoming kindergarten class. The committee also guaranteed a student's assignment to any school that a sibling attended and gave added consideration to parents who chose neighborhood schools.

Racial breakdown in each incoming kindergarten class will have to be within five percentage points of the assignment committee's goal: 23.8 percent black, 15.8 percent Hispanic and 60.1 percent within an "other" category.

This goal was calculated by averaging the racial breakdown of this year's kindergarten class with the breakdown of the 356 students registered for the fall.

Lotteries had to be held to finalize assignments for three racial categories because there were more assignment requests than spots available. Lotteries were held for black students choosing Church Street, Hispanic students choosing Church Street and "other" students choosing the Ridgeway School.

While four kindergarten classes were planned at each school, a fifth class was created at the Mamaroneck Avenue School to meet assignment requests.

The school district still has two parts of the parental choice puzzle to solve. One is developing a transfer policy that would allow students to move between schools if their transfer aids racial balance. The Board of Education is supposed to take this up this month.

The second is transportation. Bus routes will have to be worked out to accommodate students who will be attending kindergarten outside their residential districts.

Spots in each racial category have been reserved at certain schools for students registered after the Feb. 1 to March 17 registration period. About a dozen students have been registered since the period ended.

Leadership Councils to play key roles in White Plains elementary schools

By Gary Stern
Staff Writer

The White Plains elementary schools' Leadership Councils met for the first time this week, although their assignments are far from complete.

A primary goal of the school district's reorganization is decentralizing decision-making — taking certain responsibilities away from administrators and giving them to those who work in the schools. That's where the Leadership Councils, made up mostly of teachers and parents, play their parts.

They will eventually have key roles in areas such as hiring teachers and revising curricula, areas traditionally overseen by administrators.

The councils will also shape the academic areas each elementary school will begin focusing on next year as part of the reorganization.

Those who have already been selected to serve on their schools' councils met Wednesday to map out what they should be doing the rest of this school year. Until the school district's reorganization committees propose just what responsibilities will be shifted to the councils, though, there isn't much they'll be able to do.

"We're asking them to get started, but not to go too fast," Assistant Superintendent Saul Yanofsky said.

An orientation for Leadership Council members will be held June 26 and 27.

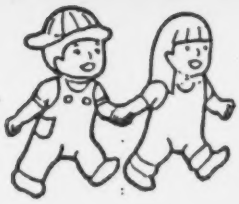
Eight of the mandatory nine members have been selected for each council. They are the principal, three parents, three teachers and a non-teaching staff member. Except for the principal, they were also selected by their peers.

Each Leadership Council will also have to include a fifth-grade teacher scheduled to move to an elementary school when the intermediate school closes in two years. Memoranda will be sent to intermediate school teachers next week asking them if they want to serve.

The middle school and high school are developing Leadership Councils at their own pace. The high-school council's role isn't expected to be defined until a new principal is named.

APPENDIX C

SURVEY AND RESULTS OF
PARENTS OF FOUR YEAR OLDS PREFERENCE FOR
HALF DAY OR ALL DAY KINDERGARTEN



EARLY CHILDHOOD CENTER

Phone( )

November 28, 1989

Dear Parents,

We are having a meeting here to discuss the White Plains School reorganization plan and how it affects you and your child.

ON TUESDAY, DECEMBER 12, 1989, AT 7:45 P.M.

Our guests will be:

DR. SAUL YANOFSKY - Assistant Superintendent of Schools,
MRS. LORETTE YOUNG - Coordinator of the Parent Information Center

I hope you will be able to attend to share your comments and concerns.

I am particularly interested in your views regarding the possible expansion of all day public school Kindergarten programs. The questions I have are in regard to the

- Size of Kindergarten classes
- The teacher - child ratio
- The pace of the day
- The institutional goals
- The use of developmentally appropriate practices
- Whether the teachers will be licensed in Early Childhood

Please check the box(es) that reflect your sentiments on this issue and return the lower portion of this form to the Office.

- ☐ I am in favor of all elementary schools offering all day Kindergarten only.
- ☐ I am in favor of all day Kindergarten for parents who need it or want it.
- ☐ I prefer half-day Kindergarten for my child.
- ☐ I am in favor of a choice between half-day Kindergarten and all day Kindergarten in the school I choose.
- ☒ I want to know more about what constitutes quality all-day Kindergarten programs to more effectively evaluate whether all day Kindergarten would be best for my child.

Dave [illegible] / Neil
Your name

Kathleen (Kati)
Child's name

Thank you,

Terri
Director

TR:dc

59

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Parents of 4 Year Olds-Kindergarten Preference Survey Results

PREFER ALL DAY K ONLY	6
PREFER ALL DAY K FOR OTHERS BASED ON NEED	9
PREFER HALF DAY K ONLY	4
PREFER CHOICE OF HALF DAY K AND ALL DAY K	12
PREFER MORE INFORMATION ON HALF DAY VS. ALL DAY K TO DECIDE PREFERENCE	13

TOTALS OF 32 DISTRIBUTED SURVEYS 23 WERE RETURNED

APPENDIX D

EARLY CHILDHOOD CENTER ENROLLMENT FIGURES
FOR 1987, 1988, 1989, AND 1990
DOCUMENTING DECLINE IN STUDENT POPULATION

EARLY CHILDHOOD CENTER ENROLLMENT FIGURES

AGE OF CHILDREN	ENROLLMENT	TOTAL
1987		
2 YEAR OLDS	44	
3 YEAR OLDS	45	
4 YEAR OLDS	64	
KINDERGARTEN	34	187
1988		
2 YEAR OLDS	29	
3 YEAR OLDS	44	
4 YEAR OLDS	56	
KINDERGARTEN	42	171
1989		
2 YEAR OLDS	28	
3 YEAR OLDS	44	
4 YEAR OLDS	61	
KINDERGARTEN	34	167
1990		
2 YEAR OLDS	30	
3 YEAR OLDS	45	
4 YEAR OLDS	54	
KINDERGARTEN	26	
PLAYCARE ANNUAL AVERAGE	7	162

CAPACITY = 180

APPENDIX E

EARLY CHILDHOOD BUDGET
COMPARISON OF 1990 TO 1991
DOCUMENTING NEWLY CREATED CATEGORY FOR ADVERTISING

EARLY CHILDHOOD CENTER
SUPPORTING SCHEDULES
SIX MONTHS ENDED JANUARY 31, 1990

SCHEDULE 2 - EXPENSES	ACTUAL	BUDGET	VARIANCE
PERSONNEL:			
SALARIES	$ 102,743	$ 99,743	$ 3,000
PAYROLL TAXES	7,748	7,685	63
DIRECTOR MEDICAL	2,180	1,998	182
DISABILITY INSURANCE	541	785	(244)
MEDICAL PLAN	548	1,200	(652)
WORKER'S COMP.	278	580	(302)
SUB-TOTAL	114,038	111,991	2,047
FIXED:			
ACCOUNTING	908	1,249	(341)
BANK CHARGES	0	0	0
CLASSROOM EQUIP. MAINTENANCE	270	625	(355)
COMPUTER SOFTWARE PROGRAMS	0	250	(250)
CONSUMABLE SUPPLIES	2,072	1,000	1,072
CONTRIBUTION	9,901	11,246	(1,345)
CONTRIBUTION-CUSTODIAL	3,960	5,190	(1,230)
FOOD	1,272	1,750	(478)
PAPER SUPPLIES	1,489	1,000	489
LIABILITY INSURANCE	230	260	(30)
MAINTENANCE CONTRACTS	200	625	(425)
MALPRACTICE INSURANCE	0	0	0
OFFICE SUPPLIES	639	750	(111)
POSTAGE	209	150	59
REPAIR & MAINTENANCE	0	0	0
SPECIAL PROGRAMS	1,948	1,375	573
TELEPHONE	1,021	1,200	(179)
SUB-TOTAL	24,119	26,670	(2,551)
VARIABLE:			
BONUS	0	100	(100)
CHRISTMAS GIFTS	953	1,100	(147)
DIRECTOR'S CONFERENCE	1,029	600	429
HOSPITALITY	125	100	25
LUNCH	0	150	(150)
RECRUITING	481	400	81
RETIRING GIFTS	0	150	(150)
STAFF CONFERENCES	211	310	(99)
STAFF DEVELOPMENT-MATERIALS	11	0	11
SUBSCRIPTIONS	406	200	206
SUBSTITUTES	55	500	(445)
TOY SUPPLIES	0	1,500	(1,500)
ACCREDITATION & CONSULTANTS	1,050	0	1,050
SUB-TOTAL	4,321	5,110	(789)
TOTAL EXPENSES	$ 142,478	$ 143,771	$ (1,293)

SEE ACCOMPANYING ACCOUNTANTS COMPILATION LETTER
GOODMAN, BERNHT AND HAYDEN, CPA'S

EARLY CHILDHOOD CENTER
SUPPORTING SCHEDULES
SIX MONTHS ENDED JANUARY 31, 1991

SCHEDULE 2 - EXPENSES	SIX MONTHS BUDGET	SIX MONTHS ACTUAL	VARIANCE
PERSONNEL:			
SALARIES	$ 99,450	$ 107,325	$ (7,875)
PAYROLL TAXES	9,326	8,231	1,095
DIRECTOR MEDICAL	1,750	2,128	(378)
DISABILITY INSURANCE	863	646	217
MEDICAL PLAN	1,125	663	462
WORKER'S COMP.	637	502	135
SUB-TOTAL	113,151	119,495	(6,344)
FIXED:			
ACCOUNTING	1,250	1,675	(425)
ADVERTISING	400	0	400
BANK CHARGES	21	0	21
EQUIP.-MAINT. CONTRACTS	1,450	1,457	(7)
CONSUMABLE SUPPLIES	2,000	4,098	(2,098)
CONTRIBUTION	12,512	12,739	(227)
CONTRIBUTION-CUSTODIAL	5,706	1,708	3,998
FOOD	1,250	466	784
LIABILITY INSURANCE	289	40	249
OFFICE SUPPLIES	900	1,337	(437)
POSTAGE	150	91	59
REPAIR & MAINTENANCE	225	112	113
SOCIAL (PARENT'S NIGHT & MTGS)	500	0	500
SPECIAL PROGRAMS	2,575	2,978	(403)
TELEPHONE	1,000	979	21
SUB-TOTAL	30,228	27,680	2,548
VARIABLE:			
BONUS	100	0	100
CHRISTMAS GIFTS	1,100	982	118
DIRECTOR'S CONFERENCE	0	913	(913)
HOSPITALITY	0	35	(35)
LUNCH	175	0	175
PROFESSIONAL FEES	0	600	(600)
RECRUITING	0	636	(636)
RETIRING GIFTS	150	0	150
STAFF DEVELOPMENT-MATERIALS	1,000	135	865
SUBSCRIPTIONS	225	125	100
SUBSTITUTES	500	103	397
TOY SUPPLIES	800	247	553
MISCELLANEOUS	0	100	(100)
SUB-TOTAL	4,050	3,876	174
TOTAL EXPENSES	$ 147,429	$ 151,051	$ (3,622)

SEE ACCOMPANYING ACCOUNTANTS COMPILATION LETTER
GOODMAN, BERNHARDT AND HAYDEN, CPA'S

APPENDIX F

THE NEW EARLY CHILDHOOD CENTER BROCHURE

EARLY CHILDHOOD CENTER MEANS...

... A CHILDREN'S PLACE

Appropriate play experiences that contribute to the physical, social, emotional, intellectual and aesthetic development of our children.

... A MEANINGFUL CURRICULUM

Learning centers and motivational activities that build important foundations for future reading skills and other academic pursuits. Children learn by doing, playing and having fun.

... A PROFESSIONAL AND CARING STAFF

Carefully selected for their educational background, nursery school training and teaching experiences, and most of all, for their sensitivity and concern for meeting the individual needs of our young children.

... PARENT INVOLVEMENT

Parents are welcomed and encouraged to attend our classroom participation days.

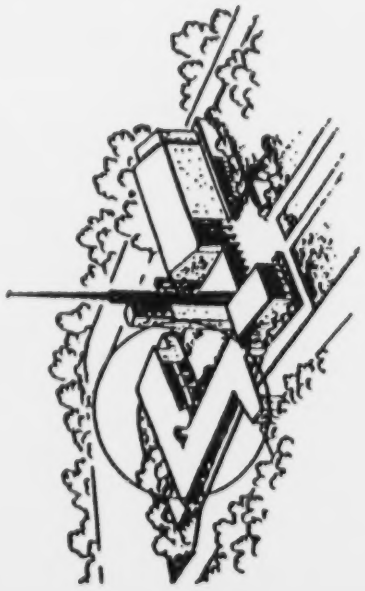
Parents can serve on our Board of Advisors, the policy setting body for our school. The Board has responsibility for overseeing all aspects of our operation. Members serve on various committees for 1 or 3 year terms.

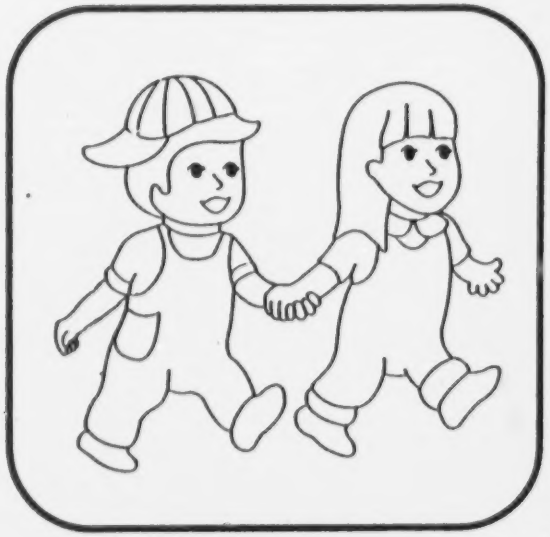
We have a Parents Club which organizes a variety of activities to enhance and support our school.

We also sponsor parenting workshops on specific topics: discipline, sibling rivalry, building self esteem - to increase parent's knowledge of normal child growth and development.

PLACE STAMP HERE

EARLY CHILDHOOD CENTER
250 Bryant Avenue
Plains, ...





EARLY CHILDHOOD CENTER

Non-Profit - Non-Sectarian

Terri - Director

I 1949

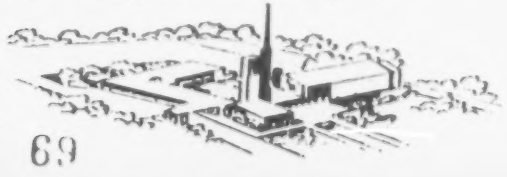
250 Bryant Avenue
Plains, ...

HISTORY

The ... t Early Childhood Center was established in 1957. It has continued to flourish and meet the needs of young children by providing an exciting and nurturing pre-school experience. We have grown from a single class of 15 children to serving 180 children and their families. We are licensed by the Department of Social Services and registered with the State Education Department. In addition, we are accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. Children of all races, colors, creeds or national origins are welcomed into our school.

PHILOSOPHY

We encourage our children to grow to their fullest potential by providing a developmentally appropriate curriculum. Our classroom atmosphere is warm, nurturing and child centered. Children learn at their own pace. We welcome each child's unique personality and style and strive to design our curriculum to meet their individual needs. Children's growth and development occurs unevenly and in spurts. Their social/emotional development may need more nurturing and guidance than their physical or intellectual development or vice versa. We gauge your child's needs with your input and provide a supportive developmentally appropriate program in response. Separations are individualized as are our twice yearly personal progress updates. Families are always welcomed and encouraged to visit us at any time.



OUR PROGRAM OFFERINGS

2 YEAR OLDS	**2 days or 3 days** **9:00 - 11:30 a.m.** **12:45 - 3:15 p.m.**
3 YEAR OLDS	**3 days or 5 days** **8:50 - 11:30 a.m.** **12:35 - 3:15 p.m.**
4 YEAR OLDS	**5 days** **8:50 - 11:30 a.m.** **12:35 - 3:15 p.m.**
5 YEAR OLDS	**3 days, or 5 days** **11:45 - 3:15 p.m.**

EXTENDED DAYS

We offer a recreational extended day program for afternoons. Available 1, 2, 3, 4, or 5 days each week. Children bring their own box lunch, relax, play games, enjoy arts & crafts, play, make music and use our outdoor play area.

Playcare - 11:30 a.m. to 3:15 p.m.

KINDERGARTEN ENRICHMENT

Your child will be involved in an exciting learning experience. Our curriculum will not be taught with workbooks, ditto sheets and flashcards but with hands-on manipulation and self-involvement - a non-traditional program which is fun. Our teachers' creative abilities allow our curriculum to be flexible so that the children's interests can determine many of our activities and discussions. Our most popular units of study are outer space, dinosaurs, and the human body.

ansportation to our program is provided by the White Plains Public Schools. We have special projects and take trips that allow in-depth study of units within the curriculum.

CURRICULUM

Our classes provide excellent opportunities for learning through play. Socialization of our young children is of primary importance. The process of learning to share, making friends and becoming an accepted member of a group is skillfully guided by our professional staff. Each classroom has several activity centers designed to encourage experiences with mathematics (through block-building), science (through water play and cooking), language arts (through stories and rhymes), dramatics (through family center dress-up), fine motor development (through table toy manipulation, puzzles and arts & crafts). We provide for gross motor skills on a daily basis (through outdoor play). Singing, music and movement are part of our daily routine.

Our curricula follow a seasonal direction. We celebrate all holidays, especially birthdays.

STAFF

Our Director is a licensed State Administrator and early childhood specialist. All of our head teachers are certified in early childhood education; the majority have Masters degrees. Our assistant teachers are experienced in working with young children and have many college credits in education. More than half of our staff has taught at Early Childhood Center for over ten years. Our environment provides continuity for families with 2nd and 3rd children entering our program. In our fast-paced and ever-changing world, this is a much welcomed stable influence in the lives of our young children.

We would welcome the opportunity to speak with you and to arrange a personal visit and tour. Please phone 949-4187 for an appointment.

APPENDIX G

THE OLD EARLY CHILDHOOD CENTER BROCHURE

[illegible] Nursery School
250 Bryant Avenue
[illegible] Plains, [illegible]
949-4 8

Non-sectarian N.Y.S. certified

We are proud to present the Nursery School!

More than twenty years ago, the Nursery School was established and it has continued to flourish and provide an excellent pre-school program. The school is voluntarily registered with the State Education Department and the New York Department of Social Services. The Nursery School is recognized in the community as having one of the finest non-sectarian, early childhood programs in County.

Educational Philosophy

Our philosophy stresses each child being accepted as a very precious, unique individual, who is encouraged to grow to his/her greatest potential; physically, intellectually, emotionally and socially. This is accomplished by emphasizing individual manipulation, experimentation, discovery and when indicated, supporting congenial group work.

We have a rich environment of materials. Children's reactions to the environment provide many of the starting points for learning. We encourage language, art and movement; all forms of expressive representation of one's feelings. We encourage taking apart and putting together, contrasting and comparing, arranging and rearranging and creating and recreating. We encourage practice in jumping, climbing, pushing, pulling, running and swinging. Our playground equipment provides a good outlet for developing large muscle coordination. We encourage awareness of natural occurences: a leaf falling, ice melting, flowers blooming, seasons changing and birds chirping.

Classes and Staff

Our staff, under the supervision of a full-time director, excels in working with young children. Each class has a State certified head teacher and an assistant teacher. Class size and student/teacher ratio adheres to the standards set forth by the State Education Department. Morning and afternoon classes are available. In addition, an afternoon play care program is offered for those parents who wish their children to be involved in an expanded nursery school day.

We welcome the opportunity to talk with you and would be happy to arrange a personal visit. Please phone 949- for an appointment.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Questions

[illegible]
Nursery School
250 Bryant Avenue
[illegible] Plains, [illegible]

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APPENDIX H

THE NEW EARLY CHILDHOOD CENTER CAMP BROCHURE

Specialists

- Music & Movement
- Nature & Animals
- Music & Sing-Along
- Arts & Crafts

Outdoor Fun

Water play, wading pools, sand castles, mud play, sprinklers and sun bathing!

Convenient

Teachers will help all children in and out of cars at drop-off and pick-up periods.

To register, call 949-4187!

EARLY CHILDHOOD CENTER

SUMMER CAMP!

5 Week Program
Last Week of June
Through July
9 am - 12 Noon Daily

TERRI Director
9 4/949-4 8

Licensed
Non-Profit
Accredited
Non-Sectarian

For Children Ages 3, 4 & 5
(who will be 3 by 12/31)

250 Bryant Ave. [illegible] Plains, [illegible]

What makes MMECC's Camp so special?

- We're small.
- Our atmosphere is safe and relaxed.
- We're what fun is about.
- We're non-competitive.
- Our programs are developmentally appropriate.
- We have a high ratio of teachers to campers.

Our Staff

A mature, professional and caring staff carefully selected for their background, sensitivity and concern for meeting the individual needs of young children.

Our Philosophy

To help children develop self confidence, positive self-esteem and social skills.

Special Events!

Bubble Party
Teddy Bear Tea Party
Puppet Day
Kite Day
Peanut Hunt

Watermelon Day
Family Picnic
Cooking and Baking Party
Nature Walks
Balloon Day

APPENDIX I

PICTURES OF THE TWO NEW EARLY CHILDHOOD CENTER SIGNS

BEST COPY AVAILABLE

MEMORIAL METHODIST
EARLY CHILDHOOD CENTER

APPENDIX J

THE EARLY CHILDHOOD CAMP BUDGET
COMPARISON BETWEEN 1990 AND 1991
DOCUMENTING MAINTENANCE OF CAMP INCOME

SUMMER CAMP
BUDGET COMPARISON 1990 TO 1991

CAMP BUDGET 1990

Income

Tuition	$495 x 26 children	$12,870.00
Registration fee	$ 15 x 26 children	390.00
Total Income		$13,260.00

Expenses

Office help	$ 200.00
2 Lead teachers @ $1,100 each	2,200.00
1 Assistant	850.00
1 Aide	750.00
Consummable art supplies and snacks	180.00
Payroll tax	317.00
Total Expenses	$ 4,497.00
Total Revenue 1990	$ 8,763.00

CAMP BUDGET 1991

Income

Tuition (see note 1)	$11,110.00
Registration fee	555.00
Total Income	$11,665.00

Expenses

Office help (canceled)	$ 0.00
1 Lead teacher	1,100.00
1 Assistant	850.00
1 Aide	750.00
Consummable art supplies and snacks (donated)	0.00
Payroll tax	245.00
Total Expenses	$ 3,045.00
Total Revenue 1990	$ 8,620.00

Note 1:
Flexible tuition schedules as follows:

(18) 5 weeks @ $110/wk. + $25 reg. fee	10350.00
(1) 2 weeks @ $110/wk. + $20 reg. fee	240.00
(1) 3 weeks @ $110/wk. + $10 reg. fee	340.00
(2) 3 days/4 weeks @ $22/day + $25 reg. fee	578.00
(1) 3 days/2 weeks @ $22/day + $25 reg. fee	157.00

APPENDIX K

PRE-PRACTICUM AFTERNOON PLAYCARE 1990 ENROLLMENT COMPARISON
TO POST-PRACTICUM 1991 PLAYCARE "SPECIAL" CLUB ENROLLMENT

1989-90 PLAYCARE ENROLLMENT AVERAGES

SESSION	MON	TUE	WED	THU	FRI
1	6	2	8	6	9
2	5	2	8	7	8
3	4	1	9	7	9
4	6	2	8	8	7
5	2	1	9	5	8
6	6	2	8	6	7
TOTAL	29	10	50	39	48 = 176

1990-91 PLAYCARE "SPECIALS" CLUB ENROLLMENT AVERAGES

SESSION	MON	TUE	WED	THU	FRI
1	13	10	15	12	16
2	13	13	14	13	10
3	12	10	15	14	7
4	13	10	13	14	9
5	16	7	14	12	12
TOTAL	67	50	71	65	54 = 309

LUNCH BUNCH

SESSION	MON	TUE	WED	THU	FRI
1	2	4	2	2	2
2	2	0	2	2	2
3	3	2	3	2	5
4	2	2	2	3	6
5	2	0	3	4	4
TOTAL	11	8	12	13	19 = 63

APPENDIX L

ENROLLMENT FOR CANCELLED AFTER SCHOOL
EXTENDED PLAY DATES PROGRAM

AFTER SCHOOL EXTENDED PLAYDATES
MON-WED-FRI 3:15 PM - 5:30 PM

1990-91 ENROLLMENT

CHILDREN PRE-REGISTERED	13
CHILDREN ACTUALLY ENROLLED	11
CHILDREN ACTUALLY ATTENDING	8
CHILDREN ATTENDING AFTER 5 WEEKS	4
CLASS CANCELED IN THE 6TH WEEK	

APPENDIX M

1990-91 EARLY CHILDHOOD CENTER ENROLLMENT FIGURES
DOCUMENTING INCREASE IN ENROLLMENT
AFTER PRACTICUM IMPLEMENTATION

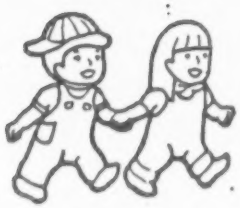
EARLY CHILDHOOD CENTER ENROLLMENT FIGURES

AGE OF CHILDREN	ENROLLMENT	TOTAL
1987		
2 YEAR OLDS	44	
3 YEAR OLDS	45	
4 YEAR OLDS	64	
KINDERGARTEN	34	187
1988		
2 YEAR OLDS	29	
3 YEAR OLDS	44	
4 YEAR OLDS	56	
KINDERGARTEN	42	171
1989		
2 YEAR OLDS	28	
3 YEAR OLDS	44	
4 YEAR OLDS	61	
KINDERGARTEN	34	167
1990		
2 YEAR OLDS	30	
3 YEAR OLDS	45	
4 YEAR OLDS	54	
KINDERGARTEN	26	
PLAYCARE ANNUAL AVERAGE	7	162
1991 - AFTER PRACTICUM		
2 YEAR OLDS	34	
3 YEAR OLDS	47	
4 YEAR OLDS	55	
KINDERGARTEN	25	
PLAYCARE ANNUAL AVERAGE	13	174

CAPACITY = 180

APPENDIX N

LETTER TO PARENTS OFFERING AFTERNOON
SPECIAL PLAYCARE CLUBS EXTENDED SESSIONS



EARLY CHILDHOOD CENTER

250 Bryant Avenue Plains,
Phone ( ) 949-4187

Dear Parents:

For the 1990-1991 School Year, we will be offering five PLAYCARE CLUBS, an afternoon extended day program that meets from 11:30 a.m. to 3:15 p.m. (Please see attached description of playcare special clubs).

The PLAYCARE CLUBS will begin meeting the week of October 15, 1990. Each club will have 6 sessions.

Every 6 weeks we will rotate the day the club is offered. In this way, if you select the same day of playcare each week, your child can experience all five PLAYCARE CLUBS by the end of the year.

The cost of PLAYCARE is $84 (6 sessions) for advance registration. Otherwise, playcare will be $15 per class.

In addition, for parents who want their children to stay just for lunch and indoor/outdoor play, LUNCH BUNCH is available from 11:30 a.m. to 1:00 p.m. daily at $6.00 per day. Occasionally there is an opening in the afternoon. If you call the office, we may be able to place your child in the class for just one afternoon.

Session 1 - October 15 - November 23, 1990

Session 2 - November 26 - January 18, 1991

Session 3 - January 21 - March 8, 1991

Session 4 - March 11 - April 26, 1991

Session 5 - April 29 - June 5, 1991

PLEASE NOTE: This is a regularly scheduled afternoon program. No make-up days can be given or tuition credit advanced for holidays or missed classes.

- -

Please return this portion of the form to the nursery school office with payment.

Playcare and Lunch Bunch registration for October 15 - November 23, 1990.

Date_____

Childs name_____Teachers Name_____am/pm

Address_____Home Tel. No._____

Please indicate the class(es) you prefer:

Monday - Funny Feet _____Lunch Bunch_____

Tuesday - Puppetry & Drama _____Lunch Bunch_____

Wednesday - Little Scientists _____Lunch Bunch_____

Thursday - Pre-Reading Club _____Lunch Bunch_____

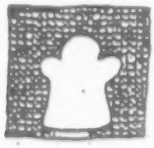
Friday - Arts & Crafts _____Lunch Bunch_____

BEST COPY AVAILABLE

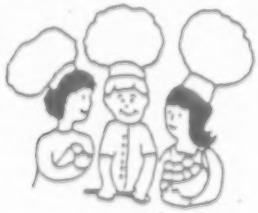
PLAYCARE SPECIAL CLUBS DESCRIPTION

Monday - Funny Feet - A music and movement basics class where children will march and clap, play instruments, learn circle games and sing-a-long for fun.

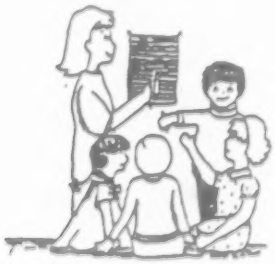
Tuesday - Puppetry & Drama - The creation of puppets from favorite stories for pretence and dramatization of the stories with the children.



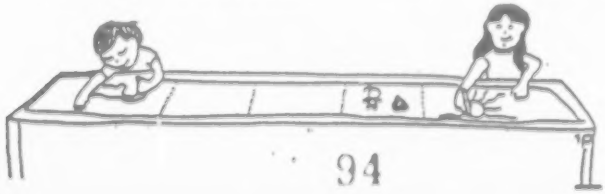
Wednesday - Little Scientists - Hands-on exploration and discovery as the children cook, experiment and learn about the properties of ordinary items, participate in water play and explore Nature.



Thursday - Pre-Reading Club - Storytime, fairy tales, mother goose and nursery rhymes. The children create their own personal books, pictures and nonsense rhymes.



Friday - Arts & Crafts - Glue and Glitter, baubles and beads, feathers, painting odds and ends, collage and projects created by the children.



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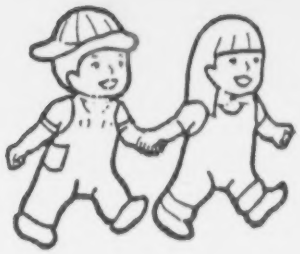
APPENDIX O

LETTER TO PARENTS TO RECRUIT MORE CHILDREN
FOR AFTERNOON PLAYCARE SPECIAL CLUB CLASSES



MEMORIAL METHODIST

EARLY CHILDHOOD CENTER

250 Bryant Avenue .....

Phone ( ) 949-4 8

December 10, 1990

Dear Parents:

We can all agree that this is a very busy time of year. We're all trying to squeeze in as much as we can into the little time we have available. With that pressure in mind, why not try PLAYCARE for your child which is available Monday through Friday, 11:30 a.m. - 3:15 p.m. and treat yourself to a little extra time to get those errands done. PLAYCARE, as many of you know, offers a fun, well organized social experience for your child. During the time your child is in playcare, he/she will have lunch, play with others and have a terrific time doing one of the following organized activities, depending on the day:

Monday -	Little Scientists
Tuesday -	The Pre-Reading Club
Wednesday -	Arts and Crafts
Thursday -	Funny Feet
Friday -	Puppetry and Drama

Sandy Drazin is our PLAYCARE specialist and is assisted by Dottie Mayer. Please take a look at our PLAYCARE bulletin board outside Room 1 to see some of the great projects they are doing at this time, or stop by one day to observe the creativity.

If you have any further questions, please feel free to stop by the nursery school office.

Cordially,

Terri

Terri
Director

TR/pie

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APPENDIX P

FIRST CAMP REGISTRATION FLYER

EARLY CHILDHOOD CENTER

SUMMER CAMP!

January, 1991

TEEN, Inc.
914/949-4 7

Dear Parents:

The Early Childhood Center Summer Camp Program is proud to offer its eighth year of service to children who will be 2 years 9 months of age by July 1, 1991 through five years of age.

This summer program runs for a five week session beginning June 24th and ending July 25, 1991. (There will be no program on Thursday, July 4th). The groups meet Monday through Friday, 9:00 a.m. - 11:50 a.m. The program fee is $550. A non-refundable deposit of $110 is required to reserve your child's spot. This deposit is applicable towards the camp fee. A non-refundable camp registration fee of $25 is required with the attached application.

The camp program offerings are described in the attached brochure. Our regular nursery school teachers, Gail Hoffman and Debbie DiBetta, will be with us this camp season and Nancy Heller and Fran Giovannetti, our camp teachers, will be returning for their third season with us.

Snacks and juice will be provided on a daily basis. Please register early so you will not be closed out. A late registration fee of $45 will be charged for registrations received after Friday, February 15, 1991.

Our camp groups are small and filled with fun. Our children have a wonderful time. Please share our brochure with a friend and register today.

Sincerely yours,

Terri
Director

This application shall be a contract between the School and the Family.

SUMMER PROGRAM REGISTRATION

CHILDS NAME_____

CHILDS BIRTHDAY_____

ADDRESS_____

TELEPHONE NUMBER_____

MOTHERS NAME_____FATHERS NAME_____

OCCUPATION_____OCCUPATION:_____

BUSINESS NAME_____BUSINESS NAME_____

BUSINESS ADDRESS_____BUSINESS ADDRESS_____

BUSINESS TEL. NO._____BUSINESS TEL NO._____

MAILING ADDRESS FOR CAMP NOTICES OTHER THAN HOME ADDRESS_____

_____

The summer program is a five-week session, June 24th through July 26th, 1991 (there will be no program on July 4th). Groups meet Monday through Friday, 9:00 - 11:50 am. Please check the appropriate age group for your child.

_____3 years (Eligible to enter a 3 year old nursery school class in September).

_____4 years (Eligible to enter a 4 year old nursery school class in September).

_____5 years (Eligible to enter Kindergarten in September).

Please remember that your childs medical form is due thirty (30) days prior to the first day of camp.

FEES:

Program Fee, 5 mornings - $550 Early Registration
$595 Late Registration

$110 Non-refundable deposit due with application applied to total fee

$ 25 Non-refundable registration fee

Balance -	Early Registration (before Feb. 15)	Late Registration (after Feb. 15)
Due March 1	$220.00	$242.50
Due May 1	$220.00	$242.50

Parents Signature_____Date_____

Directors Signature_____Date_____

APPENDIX Q

CAMP SURVEY LETTER TO PARENTS

SUMMER CAMP SURVEY

Dear MMECC Parent:

We always try to respond to family needs in programming for our school offerings. Would you please take a moment to share with us your plans for your child's summer schedule and drop it off in the office. We always appreciate your feedback

Thank you

Sincerely,

Terri

Please check all that apply.

1. What plans do you have for your pre-schooler this summer?

_____Stay at home
_____Attend 1/2 day camp
_____Attend full day camp
_____Town, local or village camp
_____Going away with family
_____Use a mother's helper
_____Take children to a swim club

2. MMECC half day 5 week summer camp program offers:

- Nature and Animals
- Water play and wading pools
- Music and Sing-a-long
- Arts and Crafts

Are there any additional offerings you would you like to see included:

_____

_____

3. If you have not signed up your child for MMECC Camp this year, please indicate the reason for your decision:

a. I want my child to experience a change of scenery in the summer_____

b. The current camp schedule runs for 5 weeks. I would prefer 2 weeks____ 3 weeks_____, 4 weeks_____5 weeks_____, 6 weeks _____ 7 weeks_____8 weeks_____.

c. The camp day (9:00 - 12:00) is too short_____too long_____.

d. Five camp days (Mon. - Fri.) is too many days. I would prefer thr days_____or two days_____.

e. The cost of the program is more than I think is reasonable _____.

f. The camp cost is reasonable. However, we are feeling the effects of t recession and are conserving unnecessary expenditures._____

g. Other reasons (please be specific)._____

_____

_____
Name (optional)

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APPENDIX R

ADJUSTED SUMMER CAMP REGISTRATION FORM
WITH FLEXIBLE SCHEDULING
IN RESPONSE TO PARENTS' SURVEY RESULTS

April 15, 1991

Dear MMECC Parents:

Thank you all very much for returning the camp survey to us. The feedback you have provided will enable us to offer a more flexible camp program.

We have a few openings in camp available, and we can personalize the offering:

- You may elect to send your child for 2 or 3 weeks of the program.

- You may elect 3 days out of 5 days each week.

The fee will be prorated and adjusted to the days or weeks you utilize in the camp program.

The cost of a small, quality, pre-school camp program that has licensed, master-level early childhood teachers -- low teacher/child ratios and rich and varied art experiences will always cost more than a local camp that is subsidized by the town or village you live in.

Early Childhood Center has offered a high quality camp program for nine years. We will continue to strive for excellence with your continued support and participation.

Again, thank you for your feedback.

Terri ,
Director

The summer program is a five-week session, June 24th through July 26th, 1991 (there will be no program on July 4th). Groups meet Monday through Friday, 9:00 - 11:50 a.m. Please check the appropriate age group for your child.

_____Please register my child, who is 3/4/5, for the:

_____2 or 3 week program. _____July 1 - July 12

(Please specify by checking one) _____July 15 - July 26

_____July 1 - July 26

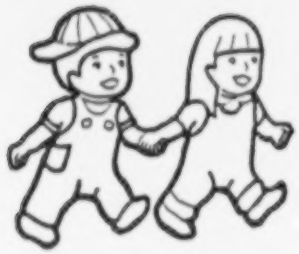
_____3 day program. Please specify day by circling which days you prefer.

Monday Tuesday Wednesday Thursday Friday

*Please return this form to the office by April 30, 1991

APPENDIX S

THREE NOTICES TO PARENTS FOR THE HALLOWEEN HAPPENING
THE FIRST FAMILY EVENT



EARLY CHILDHOOD CENTER

250 Bryant Avenue Plains,
Phone ( ) 949-4 7

October 1990

Dear Parents and Friends,

Planning has already begun for our **HALLOWEEN HAPPENING.** It will take place on **Saturday October 27** from **11:00 to 1:00pm.** It's a great way to meet fellow MMECC families, get involved in the school and have a lot of fun! For the event to be really successful, we can use help from everyone. We are asking for volunteers to help in several ways:

--prepare crafts materials for the booths
--work at a booth during the HAPPENING
--bake desserts to be sold at the HAPPENING
--work in the kitchen serving food during the HAPPENING

There will be meetings on **Thursday October 11** and **Friday October 12,** at **10:45 am** and **2:30 pm** in the Fireside Room to give you all the details.

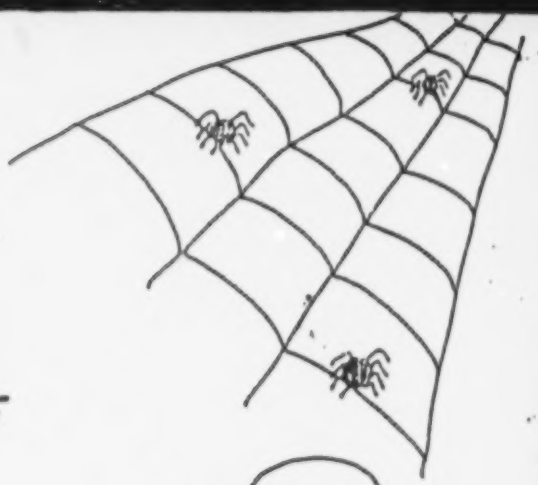
Look for our volunteer sign up sheet in the school lobby, or call the office, if you would like to volunteer but cannot attend one of the meetings.

See you on the 11th or 12th.

Yours truly,

Terri , Director

Esther & Elizabeth
Co-Chairs, Board of Advisors



HALLOWEEN HAPPENING

SATURDAY, OCTOBER 27th
11 am ~ 1 pm

- FACE PAINTING
- BEAN BAG TOSS
- COOKIE DECORATING
- POOL OF CHIPS
- OBSTACLE COURSE
- NECKLACE MAKING
- PAINTERS CAP DECORATING
- PONY RIDES (WEATHER PERMITTING)
- POPCORN
- LUNCH / REFRESHMENTS ON SALE

ADVANCE TICKETS AT SCHOOL
OCT. 24, 25, 26
CHILDREN : $5.50
ADULTS : $3.00

TICKETS AT DOOR
CHILDREN : $6.00
ADULTS : $3.50

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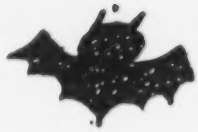
PRESENTS



HALLOWEEN HAPPENING

SATURDAY, OCTOBER 27, 1990
11 am - 1 pm
ASBURY HALL

Admission Includes:
FACE PAINTING
BEAN BAG TOSS
COOKIE DECORATING
SNAKE PIT
OBSTACLE COURSE
NECKLACES

Extras:
HAT DESIGNS
PONY RIDES (WEATHER PERMITTING)
POPCORN

LUNCH/REFRESHMENTS ON SALE
EXCITING ADDITION: **PIZZA from PIZZA AND BREW**

ADVANCE TICKETS
AT SCHOOL
OCT. 24, 25, 26
CHILDREN: $5.50
ADULTS: $3.00

TICKETS AT DOOR
CHILDREN: $6.00
ADULTS: $3.50

COME ONE COME ALL AND BRING A FRIEND !!

APPENDIX T

ICE CREAM SOCIAL FLYER TO PARENTS
THE SECOND FAMILY EVENT

EARLY CHILDHOOD CENTER'S
ICE CREAM SOCIAL

January 4, 1991

Please be sure to save the date for Friday evening, January 25, for the _____ ICE CREAM SOCIAL. Treat the kids and the grown-ups to a special "Make Your Own Sundae" in Asbury Hall, from 6:30 p.m. to 8:00 p.m. Ice cream, with all the yummy fixings, will be set up from 6:30 p.m. to 7:00 p.m. Apple juice, generously donated by Motts, as well as coffee, tea and home made goodies will be available.

A childrens entertainer, John Fogarty, will sing, perform and delight us with his music. Showtime will be from 7:00 p.m. to 7:45 p.m.

Tickets will go on sale January 22 thru January 25 at $5.00 per person. Tickets will be $5.50 at the door on the night of the event.

Spread the word! Share the fun with family and friends! We look forward to seeing you there.

Special Events Committee

Susan Susan

Valerie Valerie

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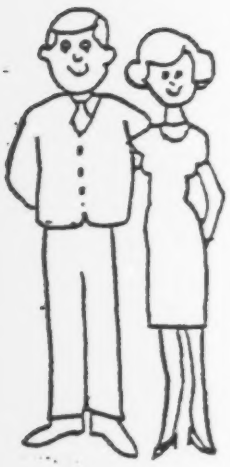
APPENDIX U

LETTER TO PARENTS FOR
PARENTS' NIGHT SLIDE PRESENTATION
THE THIRD FAMILY EVENT



Parents Night

EARLY CHILDHOOD CENTER

February 25, 1991

Dear Parents:

We are looking forward to seeing you at our Annual Parents Night on Monday, March 4 at 7:30 p.m. to 9:15 p.m.

There will be a slide presentation from 7:30 to 8:30 p.m. showing off all of our beautiful children and families in action.

We will be accepting CAMP REGISTRATIONS in the office from 8:30 to 9:00 p.m.

Please be sure to join our staff and other parents of your child's classmates for a pleasant, activity filled evening, which includes refreshments.

The night will conclude in your child's classroom where you will create an "art project" for your child to receive on Tuesday or Wednesday morning.

Looking forward to seeing you all!

Terri

Terri
Director

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APPENDIX V

LETTER TO PARENTS DESIGNATING GRANDPARENTS' DAY
DURING THE WEEK OF THE YOUNG CHILD
THE FOURTH FAMILY EVENT

GRANDPARENTS DAY
APRIL 10th & 11th

Dear Parents:
To celebrate the National Week of the Young Child which is April 8 - 12, we would like to have your children enjoy a visit by extended family members to our school. Please extend this invititation to your child's grandparents or any other significant extended family member who fulfills this family role.

Sincerely,

Terri

March 1, 1991

Dear Grandparents of our children at MMECC:

The National Association for the Education of Young Children celebrates its Annual WEEK OF THE YOUNG CHILD during April 8 - 12.

During this special week our children, staff and Board request the honor of your presence at our first "Grandparents Day" to be held April 10th + 11th, 1991 at our school.

You will have the opportunity to see what your grandchild does at nursery school and participate in a relaxed, music and movement activity. Refreshments will be prepared and served by the children.

We look forward to seeing you on April 10 or 11. It is sure to be an event you will enjoy and remember.

Please complete and return the reservation form below or call the school office at 949-4187 regarding your participation in this special day.

Yes, I/We will be attending the Grandparents Day. (Please circle)

No, I/We will not be attending the Grandparents Day.

Your name(s)_____

Address_____

Telephone Number_____

Name of Grandchild_____

Class of Grandchild_____

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APPENDIX W

BOARD ORIENTATION FLYER TO RECRUIT NEW
PARENT ADVISORY BOARD MEMBERS

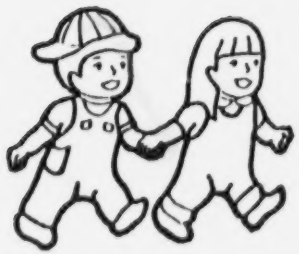
[illegible]

[illegible]

EARLY

CHILDHOOD

CENTER



Everything you
always wanted to know
about.....

Guest Speaker: Sally Z
Executive Director
Child Care Council
of

R.S.V.P. 949-4187
by March 8, 1991
Terri
Director

117

THE MMECC BOARD OF ADVISORS

You are cordially invited
to attend a coffee
to learn about our

PARENT ADVISORY BOARD.

....Who are we?

....What do we do?

....How can you join?

Please join us.

Wednesday, March 13, 1991
7:30 p.m.
Fellowship Room

118